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Spring 2019

HUM 102-H06: Writing, Speaking, Thinking II

Jake Slovis

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Jake Slovis
Spring 2019
Humanities 102
Call Number: 13062
Section: H06

Monday and Thursdays: 11:30-12:50
Room: KUPF105
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Office: Cullimore 312
Office Hours: Mondays 2:00-4:00 or by appointment

Course Description – HUM 102 is an introduction to writing using both primary and secondary sources. While building on the skills you learned and practiced in HUM 101, HUM 102 asks you to develop research questions, find and cite sources, conduct your own primary research, and synthesize elements of research into coherent wholes. To do so successfully, you will be asked to understand and interpret sources and put them in conversation with each other, as well as correctly document and attribute them. Overall, the general purpose of this class is to set you up for research and writing success in your future courses, both inside and outside of your major.

Course Goals – During this course you will:

- Explore and refine research topics
- Find, evaluate and choose sources effectively
- Practice writing from primary and secondary research, developing different types of research projects that use fieldwork, library, and online research methods
- Demonstrate knowledge of the conventions of bibliographic citation
- Demonstrate an understanding intellectual property, plagiarism, and the importance of distinguishing between source material and one's own work
- Draft, review, and revise multiple versions of a research writing project

Required Texts: Articles and links available on Moodle. Many of these articles will be texts that you are asked to find in the library and bring to class.

Assignments – You are required to produce and revise 15-20 pages of formal graded writing in this course. This will include a midterm critical essay, a research proposal, an annotated bibliography and your final research paper. Refer to your schedule for due dates on readings, writings, and other assignments.

Assignments are due on the date indicated on the reading schedule. Papers which are up to one week late will be penalized by up to a full letter grade; papers over one week late will receive a failing grade.

All assignments should be typed and proofread for grammar and spelling errors. Every assignment **must** follow MLA format – 12-point, Times New Roman font, double-spaced, with your last name and page number in the header on the upper right. The first page of all assignments must also include a title for your essay and state your name, my name, and the date. All essays must be **stapled**. *Essays which do not meet length requirements may receive a failing grade.*

Online Essay Submission – All final essays need to be turned in through Moodle. I also require that students submit a printed copy in class. I will not accept an electronic copy in place of a hard copy. Both copies must be submitted in order for you to receive a grade.

In-class Writings – In-class writings, both graded and ungraded, will be used to help you develop your skills as a writer throughout the various stages of the writing process. There will be frequent in-class writing assignments designed to help you develop skills in constructing a thesis statement, creating a clear focus on your paper's argument through strong topic sentences, working on paragraph development, effectively using textual support, writing introductory or concluding paragraphs, and editing for grammatical errors.

Attendance – Attendance is critical to your success in this class. Participation in in-class activities, discussions, and workshops will contribute to your knowledge, ability, and performance. Participation cannot be demonstrated by chronic absences or sickness, similar to the professional world. At a minimum, this means showing up on time, being prepared, and contributing to class discussions. Your level of engagement with the material will subsequently impact how much you get from the class.

You may miss up to one week of class without penalty. Every subsequent unexcused absence will result in the deduction of participation points. If you are absent for legitimate reasons (family emergency, illness) you must provide a doctor's note or a note from your dean.

Attendance on workshop days is mandatory. If you know in advance that you will miss one of these days, please meet with me to arrange an alternative solution.

Moodle – We'll also be using the web-based Moodle course software. I will post the syllabus and syllabus updates there, and I'll also post course documents and assignments. Be sure that you have created a Net ID; you'll need it to access the site.

Cell Phones must be turned off or switched to silent mode at all times. Please respect the learning environment.

NJIT University Code on Academic Integrity – The New Jersey Institute of Technology is an institution dedicated to the pursuit of knowledge through teaching and research. We expect our graduates to assume positions of leadership within their professions and communities. Honesty in your academic work will develop into professional integrity.

The NJIT Code of Academic Integrity embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of the university and represents the highest possible expression of shared values among the members of the university community.

All assignments submitted shall be considered "graded work" and all aspects of your coursework are covered by the Code on Academic Integrity. All projects and homework assignments are to be completed individually unless otherwise specified.

The full text of the NJIT University Code on Academic Integrity can be found at www.njit.edu/education/pdf/academic-integrity-code-pdf.

Student Accommodations – Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact Student Disability Services at 973-596-3420.

The Writing Center – The Writing Center (Central King Building G17) is available for individual and group appointments with professional writing tutors both onsite and online. This resource is intended to help you improve your communication and writing skills. Tutors help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs. For more information, please visit <http://humanities.njit.edu/writingcenter>.

Grading – Students need a "C" to pass a writing course. A "C-" is not a passing grade; therefore, if you receive a "C-" on an assignment, you have not passed that assignment. You must submit all of your assignments in order to pass the course.

Minor Writing Assignments And Participation (20%)

There will be several minor writing assignments, including drafts, outlines and in-class assignments. These assignments will be ungraded and marked for completion only. I will require you to post many of these assignments to Moodle to keep record of your work throughout the semester.

The Research Project (80%)

As stated above, the research paper is the focus of this course. This project will be broken down into stages and completed over the course of the semester. It is very important that you stay on top of due dates for these stages: you will not be allowed to move forward with the project until you have completed the current stage (besides that your final project grade will be penalized). Please keep in mind, your research project will not be considered complete without all of these components.

The first stage of your research project will be a **research proposal** (5%). This proposal will outline a fundamental question about your topic that you would like to answer, or a problem you would like to solve. It should also outline the main argument of your paper. This assignment should be one page typed.

Annotated Bibliography (10%): You are to find a minimum of five scholarly sources that can be used to develop your research paper. For each source, you need to offer a citation in MLA format, a one paragraph summary and critique of the source, and a paragraph explaining how you intend to use the source in your paper. You should also include relevant quotes. These sources should be scholarly, peer-reviewed articles or books found at the library. This means that you should not rely on popular magazines and newspapers for your research. Your annotated bibliography should be a minimum of three pages.

Analytical Writing Assignment (15%)

You will write one short, graded analytical essay. Essays will be drafted, peer reviewed, and revised.

Essays that do not go through this process are subject to penalty. The essay will be based on an article related to your topic, which may be included as a source in your final paper.

Oral Presentation/Research Poster (10%): You will give a brief presentation of your research paper on the last day of class. This presentation will highlight the main points of your final paper, as well as explain your research process. You will also create a research poster to serve as a visual aid for your presentation.

Final Paper (40%): Your final research paper should be 10-15 pages typed. It will be submitted on the last day of class.

Please Note: On occasion, examples of student work will be presented anonymously in class. Student writing is an invaluable resource that is used to illustrate writing strategies. Authors' names are never included on the distributed copies

Reading Schedule:

This reading schedule is tentative and subject to change. I've planned readings for the first few weeks of the class. I will add additional readings as the course progresses, depending on the needs of the class. Additional materials will be brought to class as well. Please rely on Moodle throughout the semester for updates on these materials.

	In Class Topic/Work
Week 1 1/24	Introduction/ Syllabus
Week 2 1/28-1/31	What is Research Writing? 1/31 Zadie Smith: "Generation Why?" http://www.nybooks.com/articles/2010/11/25/generation-why/?pagination=false
Week 3 2/4-2/7	From Topic to Question 2/4 Alexis C. Madrigal: "Literary Writers and Social Media: A Response to Zadie Smith" http://www.theatlantic.com/technology/archive/2010/11/literary-writers-and-social-media-a-response-to-zadie-smith/66257/ 2/7 Nicholas Carr: "Is Google Making us Stupid?" https://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/
Week 4 2/11-2/14	Creating a Research Strategy

	<p>2/11 “Technology, the Faux Equalizer” http://www.theatlantic.com/technology/archive/2016/03/half-full-tech/476025/</p> <p>2/14 Lydia F. Emery, Amy Muise, Elizabeth Alpert, and Benjamin Le: “Do we look happy? Perceptions of romantic relationship quality on Facebook” (Available on Moodle)</p>
Week 5 2/18-2/21	<p>Writing Proposals</p> <p>2/18 Jason Northrup, and Jessica Smith: “Effects of Facebook Maintenance Behaviors on Partners’ Experience of Love” (Available on Moodle)</p>
Week 6 2/25-2/28	<p>Searching for Sources</p> <p>2/25 Research Proposal Due</p>
Week 7 3/4-3/7	<p>Reading Research Articles</p> <p>3/4 Analytical Essay Draft</p>
Week 8 3/11-3/14	<p>Evaluating Sources</p> <p>3/11 Analytical Essay Due</p>
Spring Break	
Week 9 3/25-3/28	<p>Writing Annotated Bibliographies & Citation Styles</p>
Week 10 4/1-4/4	<p>Organizing Ideas</p> <p>4/1 Annotated Bibliography Due</p>
Week 11 4/8-4/11	<p>Writing Progress Reports</p> <p>4/8 Research Outlines Due</p>
Week 12 4/15-4/18	<p>Research Posters & Visual Arguments</p> <p>4/18 Research Paper Drafts Due</p>
Week 13 4/22-4/25	<p>Conferences/Presentations</p>
Week 14 4/29-5/2	<p>Presentations</p>
Week 15 5/6	<p>Presentations</p> <p>5/6 Final Papers Due</p>